

Humanities 101

An Honors Thesis (HONRS 499)

By

Katie McMillin

Thesis Advisor

Barbara Stedman

A handwritten signature in cursive script, reading "Barbara A. Stedman", is positioned above a solid horizontal line that spans the width of the page.

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Abstract

This thesis is an outline for a high school humanities course. Included are plans for thirteen units that progress through a yearlong study of the Western humanities. These units are titled: *Prehistory and Aegean Civilizations*, *The Greeks*, *The Romans*, *Religions Overview*, *The Middle Ages*, *The Renaissance*, *Baroque Arts and Literature of the 1600s*, *The Scientific Revolution*, *The Enlightenment*, *Revolutions in the 18th Century*, *~Isms: 1800 – 1914*, *Multiculturalism*, and *Our Era: 1945 – Present*. Each unit consists of a list of focusing questions to guide discussion, a general calendar outlining the activities to be completed on certain days, and a one- to two-page unit summary. This humanities course is intended to be a high school elective for seniors. The plans assume that any and all resources needed would be available, and that funding and scheduling would not hinder any field trip possibilities.

Acknowledgements

I would like to thank everyone who has contributed to my love for the humanities, and consequently for this project. Family, friends, and teachers along the way have all contributed to my appreciation for the arts.

My parents, who have given me the opportunity to stay at Ball State for five years, including several overseas stints, have been more than helpful emotionally and financially for as long as I can remember. While working on my thesis, Dr. Barb Stedman was patient and encouraging when I was frustrated, ready to applaud me when I had “light bulb moments,” and supportive and positive throughout the process. My roommates Jennifer Spence and Chris Grant have been by my side while writing my thesis and while making dinner for the last three years, and have been equally generous with their help in either task. Dr. Tony Edmonds, who taught my first class at Ball State, Dr. Alba Rosenman, who taught my last, and countless professors in between contributed to my appreciation of Ball State and my desire to teach. Thank you, all!

Introduction

Sometime toward the end of my first senior year at Ball State, I realized that although I would be receiving degrees to teach English and French, my dream job would be to teach a high school humanities class. Combining my interest in history with my plans to teach language, teaching humanities seems to fit my future plans the best. Eventually I would like to get my master's degree at a school for the humanities and hopefully get a job teaching humanities in a high school. I decided to create this course as a way to explore my options and begin thinking more about the kinds of topics and activities I would include if I had the chance to teach a humanities course.

Influences

I have been interested in the humanities since before I knew to label my interests as such. Having parents who taught music and English, I grew up surrounded by classical music, literature of all genres, and seemingly constant family trips to museums of all kinds. When I was younger, these influences were not always appreciated. For a five-year-old, museums can seem big and boring, and for a twelve-year-old, declining an invitation to a slumber party with the excuse that a night at the opera is in store can be embarrassing, to say the least. But eventually I grew accustomed to my liberal arts upbringing, and I have since learned to appreciate and enjoy it.

In high school, I took a humanities class as an elective during my sophomore year. The material was challenging for that age group, which is why I decided to design this course for seniors, but I worked hard in that class and enjoyed everything we did. Mr. Fleck, my humanities teacher, retired the year after I took the class, and I am always grateful that I had the chance to take it.

As a requirement for the Honors College at Ball State, I signed up for three semesters of humanities. Many students may have been unhappy about having to take three semesters of the same subject, but taking a long course in the humanities seemed like a natural thing for me to do. Once again, the material was challenging, and I put a lot of time and effort into it. Dr. Barb Stedman always encouraged our classes to work our hardest, think for ourselves, and synthesize information. My three semesters of humanities at Ball State were a very rewarding experience.

After being surrounded by formal and informal studies of the humanities, I believe that a class on the humanities is important to a high school curriculum because it helps students make connections between everything they study. Life is interdisciplinary; learning about the humanities allows students see where different disciplines cross, overlap, and influence each other. History, philosophy, art, music, religion, and literature have been heavily interconnected with one another, in all major world cultures. This makes it difficult to separate them and study them separately. Studying the humanities gives students a chance to begin making these connections in aspects of their own cultures and their own lives. They become more aware of who they are, where they came from, and how they are similar to and different from other people and other cultures. More culturally aware young people will lead to more socially conscious adults.

Pedagogy

As a future teacher, my philosophy of education is important to the kind of teacher I want to be and the kind of classroom environment I want to create. I believe that the teacher should act as a guide in the classroom. The plans I have made for this

course reflect this philosophy in how they are designed. For example, I have designed several group projects, such as the “I Love the Middle Ages” class project and the “~Isms” small group project, which allow students to take control of the learning process and make meaning of the material for themselves.

At the beginning of each unit, I will ask students to complete a “Tell Me What You Know” worksheet (referred to in calendar as “TMWYK”) that asks them to brainstorm their prior knowledge about the material to be studied. This will help me know at what level I need to start with the material and how I need to present the material to them. I will give them the information they need at the beginning of each unit, and I will gradually help the students explore and learn this information for themselves.

Another strategy I have included several times in these plans is a quick write. This is similar to an in-class journal entry. At the beginning of the class period, I will give students a prompt or question to write about. This will be a topic designed to jump-start the discussion or activity for the day. I have used it several times during my student teaching, and it has always helped focus the students’ attention.

Assessment of student learning will be done in several ways throughout this course. The small group projects described above are a way to assess their learning in ways other than traditional paper and pencil tests. For some units, I have planned individual creative assessments. For example, at the end of *The Scientific Revolution*, students will be asked to draw their place in the universe as if they were living during that time period and to explain their drawings. At times we will take traditional tests, because learning specific, testable facts is important to some units. For example, at the end of *The Romans* students will write an in-class essay connecting everything from the

first three units; they will do the same kind of essay at the end of *Revolutions in the 18th Century*.

Content

I have included the following for each unit: focusing questions, a general calendar, and a brief unit summary. Focusing questions are overall concepts that the class will work toward answering during that unit. They are intended as a way to focus the unit; these questions will drive activities and class discussion in order to help students achieve a better understanding of the material. We will attempt to address and answer these questions, either directly or indirectly, through activities and discussion. Because I see the teacher as a guide in the classroom, the focusing questions are intended more for me to use at the beginning of each unit. I planned the lessons and activities in such a way that students would eventually attempt to answer these questions. In the end, though, ideally, the students would be the ones using, asking, answering, and referring back to the focusing questions when discussing the material.

The calendar included in each unit makes no assumptions about scheduling conflicts; I have planned this course for a regular eighteen-week-per-semester high school schedule, but I have made no specific adjustments for holidays, snow days, picture days, fire drills, or other typical interruptions to the school day. Each unit calendar begins on Monday, regardless of when the last unit ended. For example, *Prehistory and Aegean Civilizations* ends on a Tuesday in the calendar, but the following unit, *The Greeks*, begins on a Monday. The reason for this setup is to provide extra days if needed for each unit. With extra days built in to several units, this allows for lengthening or shortening of the units as needed. One thing I have learned while

student teaching is that no matter how detailed a teacher plans ahead, those plans almost always must be adjusted. Leaving extra days open allows for this adjustment.

The unit summary at the end of each unit provides a closer look at the ideas presented on the calendar. I have summarized the plans for the unit, keeping in mind that adjustments must always be made, depending on the class. Every class has its own personality, and every one is different; an activity or strategy that works for one class might not work for another. The plans I have described for each unit are examples. They are ideas for me to tailor to individual classes. If I get a chance to teach a course like this, I can look at my unit summaries to read explanations of the ideas I had planned for each unit. If they need to be changed or adjusted to work for a certain class, the plans I have created here will lead me to other ideas for how to approach the material differently.

Altering Expectations

This is not a fully planned humanities course; the finished product is much like a "starter kit" for a humanities class. These units contain wide-ranging ideas to consider and include in a regular humanities class. When I first decided to create a humanities course, I envisioned daily lesson plans, copies of every handout I would use, copies of every test I would give, PowerPoint presentations I would use to present certain units, and any other necessary lesson materials. However, I have since learned that so much specific planning can at times be detrimental to the learning process by forcing the teacher and the class to "stay on schedule" rather than be flexible enough to learn. Rather than scripting everything for a unit, it is better to get to know the students and how they pick up on information. Depending on how the students take to a certain

topic, the discussions and lessons could go a completely different direction than what was planned. Being bogged down with specific, pre-planned details will only add to frustration. Therefore, I decided to go against my original plan to include specific, daily lesson plans for some of the units and instead plan possibilities, open for new ideas and changes.

The ideas and activities I have included for each unit are basically that: ideas. Because they are ideas, this course is not a course that any teacher could pick up and teach. Other teachers could read through this material and get ideas, but since these are my plans, they are tailored to my philosophy of education and teaching style.

One unit I developed more fully than the others was unit twelve, *Multiculturalism*. This was a combination of my thesis and my final project for my senior seminar in English (ENG 444). I wanted to see how the two assignments would influence each other. As it turned out, being a part of my thesis gave my senior seminar project a much fuller feel. Had this unit not been part of my thesis, I might not have taken such an interdisciplinary approach and included the art and music days. It would have been a more English-focused class, with more emphasis on the novels and poetry. Including other aspects of the humanities in this unit increases opportunities for active learning and making connections between everything studied.

While my senior seminar project was better because it was part of my thesis, having a part of my thesis be my senior seminar project gives the reader a glimpse into what I had envisioned for this course originally. Had I had more time, patience, or teaching experience, I might have developed each unit to the extent that this unit was developed.

Difficult Moments

While writing my thesis, the most difficult moments came when I tried to do more than I was comfortable doing. Although I set out to include daily lesson plans, I was not, and still am not, experienced enough to be able to predict specific plans. When I tried to be more specific with what I wanted, I felt frustrated; I felt as if I had failed to do what I had planned to do. I realized early on that making PowerPoint presentations for a unit would be impossible without knowing the audience for that presentation. The same held true for quizzes, tests, homework assignments, handouts, and any other materials necessary during a regular lesson. I tried to do this for the first unit, *Prehistory and Aegean Civilizations*, and I quickly became confused and lost my focus. I got tied up in trying to create details without being able to see the bigger message in the unit. This was a time when the focusing questions helped me keep track of what I was trying to do with the unit. When writing the *Prehistory and Aegean Civilizations* unit, for example, I became so involved in trying to decide what PowerPoint to use at each station that I forgot what I wanted the students to be able to know and understand.

Other difficult times came when I used the textbooks as a crutch. When beginning to write my plans, I used *The Western Humanities* textbooks, by Roy Matthews and F. DeWitt Platt, to guide the structure of the course. I modeled my units after the chapters in the books, both in information covered and chronological order. Whenever I felt as if I did not know enough to be able to think of good activities, I turned to the textbooks to give me ideas for information to include. There are parts of the course that I still do not feel I know well enough to be able to teach, such as unit four, *Religions Overview*, which was the hardest unit to finalize. I do not feel as if I am an

expert on world religions, so thinking of ways to teach a subject with which I was not completely comfortable was frustrating. However, I did not want to remove it from the course because I felt that it contained important information that was essential to making connections throughout the rest of the course.

I did, nevertheless, remove two units in the end. I had originally planned on a unit titled *The Byzantine Empire* and another titled *Reactions to the Renaissance: Mannerism and Religious Reformation*. These units never quite came together the way the rest of them did. The activities and information did not flow with the activities and information in the other units because I was too tied to the textbooks for help. Simply removing these units made the course as a whole more consistent.

Falling Into Place

Dr. Stedman finally told me to put the books away for a week and to see what ideas I could come up with for the next unit. After I put the books away, I created my favorite unit, *The Middle Ages*. Away from the textbooks, I had the chance to think outside the traditional realm of class work. This is when I created the "I Love the Middle Ages" project based on VH1's TV show, *I Love the 80s*. For this activity, students create a class video about the Middle Ages. Each student is responsible for studying a certain aspect of the Middle Ages and reporting on it in the video, in much the same way that comedians comment on different aspect of the 1980s in *I Love the 80s*. This project is explained in further detail in the unit summary.

After months of thinking, working, typing, meeting, and editing, I can now say that I am happy with and proud of the way my thesis has turned out. I have learned that

even when something does not end the way I envisioned it in the beginning, it is not necessarily a failure. I have learned to be proud of the work I do, not just the product. I am looking forward to using the ideas and activities I have created for this project in any class I teach.

Humanities 101

Focusing Questions

- What are the Western humanities?
- What aspects of culture make up the humanities?
- When, where, and how did the humanities begin?
- How have the humanities shaped history?
- How do cultures shape and influence each other?
- In what ways have the Western humanities influenced our culture and society?
- Which has been more influential throughout time: major events and famous people or everyday lives and occurrences?
- How are different peoples connected across cultures and/or across time?

Prehistory and Aegean Civilizations

Unit 1

Focusing Questions

- What is culture?
- What aspects of a culture define its people?
- When did culture start?
- What characteristics distinguish the different cultures of the ancient peoples?
- What similarities are there between the different cultures of the ancient peoples?
- What aspects of the ancient people's cultures are evident in today's cultures?

Prehistory and Aegean Civilizations

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> ▪ Introduction to unit ▪ Culture discussion 	<ul style="list-style-type: none"> ▪ Stations, half period each: <ul style="list-style-type: none"> • Mesopotamia timeline, factual history • Mesopotamia culture • Egypt timeline, factual history • Egypt culture 	<ul style="list-style-type: none"> ▪ Stations: Switch Mesopotamia and Egypt groups 	<ul style="list-style-type: none"> ▪ Stations, half period each <ul style="list-style-type: none"> • M/M timeline, factual history • M/M culture • Greek timeline, factual history • Greek culture 	<ul style="list-style-type: none"> ▪ Stations: Switch M/M and Greek groups
Week 2	<ul style="list-style-type: none"> ▪ Finish stations if needed ▪ Quick write about favorite station/activity ▪ Small groups to discuss favorites 	<ul style="list-style-type: none"> ▪ Groups share summaries with class ▪ Class discussion: connections between stations/culture ▪ Journals 			

Prehistory and Aegean Civilizations Unit Summary

This unit will last approximately one and a half weeks. It will serve as an introduction to the course as well as an introduction to the beginnings of the humanities. I want to begin the course by brainstorming and discussing the students' views on broad terms such as *culture*, *civilization*, *humanities*, and *history*. This will help guide the rest of the semester in terms of what we study and how we study it. I will learn what the students know, do not know, would like to know, and misconceptions they may have. They will learn the same about themselves and each other throughout the course.

After the first couple days of brainstorming and discussion, the students will work in stations to learn about ancient cultures. Instead of being told about history, they will discover it. They will work in groups with the help of audio-visual aids and the textbook, and they will learn what life was like for people of ancient cultures and how those cultures helped influence later cultures. Students will use teacher-prepared study guides to help them think about and discuss the importance of the ancient cultures of Mesopotamia, Egypt, and ancient Greece.

Most activities for this unit will be done at stations. For the factual history and timeline stations, PowerPoints may be used to show slides and present information visually. Students will view these presentations in groups and help each other complete study guides about the information covered.

At the Mesopotamian culture station, one corner of the room will be covered with brown paper. Students will learn about how cave drawings explained daily life by looking at several photos of Mesopotamian cave drawings. Then they will make their own cave drawings on the brown paper based on their own lives. This will help them

understand how the cave drawings were important to people's lives, because they will relate them to their own lives.

At the Egyptian culture station, students will learn about the pyramids through various books and websites. They will learn about how the pyramids were built, who built them, and why. Then they will design or draw one of their own based on this information.

At the Minoan/Mycenaean stations and ancient Greek stations, students will participate in much the same activities as at the Mesopotamian and Egyptian stations.

After completing all stations, students will come together as a class to discuss the information learned at the different stations and the activities they completed. We will focus discussions on making connections between ancient cultures and the contemporary cultures that we know.

Throughout this unit, students will be introduced to ancient cultures through interactive activities and exercises. This unit will serve as an introduction to the course and will lead in to topics to be studied later.

The Greeks

Unit 2

Focusing Questions

- Who were the Greeks?
- How did Greek culture differ from the ancient cultures already studied?
- How did Greek culture influence later cultures?
- What elements of Greek culture do we see in our culture?
- What are some major characteristics of the Greeks?
- How did the Greeks come to be such a thriving culture?

The Greeks

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Intro to Greek unit <ul style="list-style-type: none"> ▪ TMWYK worksheet ▪ Mini lecture ▪ Characteristics of each period ▪ Maps, timelines, slides, etc. 	House of Atreus/Trojan War review <ul style="list-style-type: none"> ▪ Review deities ▪ Assign each pair a deity - they draw and explain ▪ Trojan War review 	Watch or read Agamemnon	Watch or read Agamemnon	<ul style="list-style-type: none"> ▪ House of Atreus diaries - each student writes diary entry from point of view of one member of the family ▪ Discuss Greek theater
Week 2	Philosophy <ul style="list-style-type: none"> ▪ Summary handout ▪ Jigsaw activity - five groups - each assigned to one philosophy 	<ul style="list-style-type: none"> ▪ Finish jigsaw - Discuss philosophies as a class ▪ Discuss Socrates, Plato, Aristotle 	Architecture Speaker, slides	Sculpture Speaker or art class; possibly class sculpture	Wrap-up of Hellenic discussions Review characteristics of period, important developments, lasting contributions, etc.
Week 3	Intro Hellenistic period Mini lecture on characteristics - note similarities and differences	Philosophy Same jigsaw activity if it worked well last time	Finish jigsaw, class discussion	Religion <ul style="list-style-type: none"> ▪ Mystery cults Possibly use passage from <i>The Da Vinci Code</i>	Architecture and sculpture Slides or speaker

The Greeks Unit Summary

The unit on the Greeks will last approximately three weeks and will cover various aspects of the Greek culture. We will begin by filling out a “Tell Me What You Know” worksheet similar to the brainstorming and discussion that began the first unit, only this one will be on paper and will be a way for me to find out what they are interested in and what they want to know more about. This time I will present some background information in a lecture. I will show some slides, maps, and timelines to help them see when, where, and what we are talking about. We will study Greek culture in terms of the Hellenic period and the Hellenistic period.

The students will have already studied the *Odyssey*, so we will do a quick Trojan War/Olympian deity review. We will then read Agamemnon after learning a little about the House of Atreus in relation to what they already know about the Trojan War and the deities. In doing so, we will discuss Greek theater and will most likely do an activity with Agamemnon, such as character diaries. Students will write a diary entry or letter to a friend from the point of view of one of the characters.

We will discuss Greek philosophy by doing a jigsaw activity. Students will work in small groups; each group will be assigned to study and take notes on a certain philosophy. Then they will form new groups consisting of one “expert” from each original philosophy group. These experts will report to their groups on what they learned about their assigned philosophy. We will study Greek art and architecture through slides and pictures and possible guest speakers.

The Hellenistic period will be studied using the same techniques as were used to study the Hellenic period. We will emphasize similarities and differences between the two periods and the reasons behind them.

While studying both periods of Greek history, we will learn about Greek art and architecture through guest speakers, slides, and hands-on activities. Students will be able to see what they are learning about.

Once again, class discussion will focus on making connections between ancient Greek culture and other cultures we know. We will discuss similarities and differences between the Greeks and our society.

The Romans

Unit 3

Focusing Questions

- How were the Romans similar to the Greeks?
- How did the Romans differ from the Greeks?
- What aspects of the Greek civilization did the Romans borrow?
- What contributions did the Romans make to the world?
- How are these contributions evident today?
- How did the Roman Empire become so powerful?
- What aspects of the Roman Empire have influenced our society?

The Romans

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> ▪ TMWYK worksheet ▪ Mini-lecture – overview ▪ Timeline ▪ Characteristics ▪ Etruscan and Greek connections – gods 	<ul style="list-style-type: none"> ▪ Mini-lecture for early, middle, and late Republics 	<ul style="list-style-type: none"> ▪ Philosophy, law – connect to Greek 	<ul style="list-style-type: none"> ▪ Visual arts: architecture, sculpture, painting – connect to Greek ▪ slides 	<ul style="list-style-type: none"> ▪ Finish visual arts ▪ Slides ▪ Student drawing
Week 2	<ul style="list-style-type: none"> ▪ Speaker 	<ul style="list-style-type: none"> ▪ In class essay – connections between all so far 			

The Romans Unit Summary

This unit will last approximately one and a half weeks and will focus on differences and similarities between the Romans and the Greeks; we will study the Romans in terms of what we know about the Greeks.

We will begin the unit just as we have the others, with a “Tell Me What You Know” worksheet. I will give background information again through a mini-lecture, showing slides, timelines, maps, etc. We will talk about the deities and how and why they were similar to the Greek deities. We will focus on the Early, Middle, and Late Republics when starting to study the Romans. After a few days, we will look at Roman culture: art, architecture, sculpture, painting, possibly through guest speakers or an art class in which the students can create their own Roman artifact. We will discuss philosophy and law by staging a debate or trial. While studying the cultural history of Rome, we will try to compare it to the cultural history of other peoples we have studied. We will also compare Roman culture to our culture, looking for ways in which the Romans influenced later cultures.

At the end of this unit, we will have the first test, which will consist of an in-class essay and possibly a creative project. I would like to focus on the connections we have made so far: connections across time and cultures. The students will demonstrate that they understand and can see these connections, and can make more of their own.

Religions Overview

Unit 4

Focusing Questions

Focusing Questions for Judaism, Christianity

- How did Judaism influence the lives of the people?
- Why did Judaism and Christianity have such an impact on the culture of the time?
- How have Judaism and Christianity influenced our society today?
- How much of the religion is based on historical fact?
- What are the characteristics of Judaism and Christianity?
- How have Judaism, Christianity, and Islam shaped and influenced each other?

Focusing Questions for Islam

- How did the religion of Islam become such an influential force in the humanities?
- What were some of Islam's contributions to the Humanities?
- How did the different dynasties shape and change the beliefs of the religion?
- What are the fundamental characteristics of Islam?
- What are the Five Pillars of Faith?
- How has Islam shaped our society today?

Religions Overview

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	TMWYK Intro brainstorming and discussion	Christian guest speaker	Jewish guest speaker	Muslim guest speaker	Class discussion – reactions to speakers
Week 2	All religions Art Music	All religions Art Music	Field trip to church, synagogue, mosque	Class discussion of field trip	In class essay -

Religions Overview Unit Summary

This unit will provide students with an overview of three of the most influential religions of the world: Judaism, Christianity, and Islam.

We will begin by brainstorming prior knowledge about each religion. During the first week, students will get to meet people of each faith; we will have a day for each guest speaker, and students will have the chance to talk with them about the beliefs, traditions, and history of their religion. After the guest speaker days, we will hold a class discussion about each speaker and the main characteristics of each religion.

During the second week, we will spend two days listening to music and looking at slides and paintings depicting images from each religion. We will analyze how the art and music reflect the characteristics of each faith and how similarities and differences are shown throughout. In the middle of the second week, we will take a field trip to a church, a synagogue, and a mosque, so students can experience the physical setting. The day after the field trip, we will discuss the experiences at each place of worship. After discussion, students will write a brief in-class essay about how they see each religion affecting the other and how each religion has affected the humanities over time.

Middle Ages

Unit 5

Focusing Questions

- How did the feudal system affect the culture of the time?
- How did the Church and the state work together in the High Middle Ages?
- How did the Monarchies, the Holy Roman Empire, and the Papal Monarchy work together during the High Middle Ages?
- What advances were made in education during the High Middle Ages?
- What styles were popular for churches and music?
- How did the Black Plague affect society in the long term?
- What aspects of culture were advanced during the Late Middle Ages?
- How did different aspects of the culture change from the High Middle Ages to the Late Middle Ages?
- How did the society of the Middle Ages influence later cultures?

The Middle Ages

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> ▪ Intro to unit and class project assignment ▪ Video? 	<ul style="list-style-type: none"> ▪ Assignment of aspects ▪ Begin research in class 	Research in class	Research in class	Research in class
Week 2	<ul style="list-style-type: none"> ▪ Pair work and discussion of preliminary findings 	<ul style="list-style-type: none"> ▪ Turn in rough draft summaries, ideas, and questions ▪ Black Plague game 	<ul style="list-style-type: none"> ▪ Begin brainstorming ideas for video as a class 	<ul style="list-style-type: none"> ▪ Continue brainstorming and ideas ▪ Assign jobs for making the video 	<ul style="list-style-type: none"> ▪ Start preparing for video - scripts, designs, etc.
Week 3	<ul style="list-style-type: none"> ▪ Shoot video in separate room two students at a time ▪ Rest of class - start work on written analysis of research 	<ul style="list-style-type: none"> ▪ Continue shooting video and written analyses 	<ul style="list-style-type: none"> ▪ Finish shooting video and writing analyses 	<ul style="list-style-type: none"> ▪ Watch video ▪ Turn in writing analyses 	<ul style="list-style-type: none"> ▪ Class discussion of unit

The Middle Ages Unit Summary

The Middle Ages Unit will last approximately three weeks and will focus primarily on the class project, "I Love the Middle Ages," based on VH1's *I Love the 80s*, a show that mocks and reminisces about the fads, events, and culture of the 1980s. As a way to get the students more involved in learning about this period in history, this will be a creative, interactive way to study an otherwise heavy time period. Each student will research one or two aspects of the Middle Ages, from this list: feudal system, Church vs. State, monasteries, monarchies, Holy Roman Empire, the Papacy, the growth of towns, health, the Black Plague, poverty, trade, art, music, literature/literacy, education.

Students can choose aspects to study if they are particularly interested in certain ones, and the rest will be drawn from a hat. We will do most of the research during class time, so they will have plenty of time to find the information they need. I will bring in books about the Middle Ages, they can go to the library, and they can use the Internet.

After several days of research, students will work in pairs discussing their preliminary findings. They should look for interesting facts, trivia, and information about life in the Middle Ages that is not often found in textbooks. Then they will type up a summary of each aspect they have researched and turn it in to me.

The outcome of this class project will be a video similar to *I Love the 80s*, produced by the entire class. Everyone will have a chance to speak about his or her contributions and to share the funny, disturbing, strange, or surprising information they found. The students themselves will record and edit the video. They will also design backdrops and other digital effects they want to use for their own segments. Computer science teachers will most likely be asked to assist.

While working on the class project, we will reserve part of a day during the second week to play The Black Plague Game. Depending on the class, a game like this could be done in different ways. Each student will be assigned the role of a person who lived during the Middle Ages. These roles could be priest, merchant, doctor, townspeople, or slave. One or two people would get a black card, which would signify that they were infected with the Black Plague. Then students would assume the roles they were assigned and interact with each other as if they were these kinds of people. Depending on the interaction, more and more students would be given black cards, and they could see how quickly and easily the Black Plague spread. Anyone without a black card at the end of the period survived the Black Plague. At the end of the unit, we will spend a day watching the class video and a day discussing it.

The Renaissance

Unit 6

Focusing Questions

- How did culture of the Renaissance compare to the classical cultures?
- What were some major characteristics of the different Renaissance styles?
- How did the Renaissance evolve culturally, politically, and geographically?
- What was new about the Renaissance style?
- What was borrowed or changed from past styles?
- How did the people of the Renaissance see themselves in the world?
- What aspects of culture became prominent during the Renaissance?
- What aspects of the Renaissance have carried over to today's cultures?

The Renaissance

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	TMWYK worksheet Overview Timeline	Excerpts from <i>The Courtier</i>	Greek and Roman leftovers: how the Renaissance borrowed and changed G. and R. culture	Architecture: slides of Greeks, Romans and Renaissance: compare	Music Latin Masses Response: What is new? Reborn?
Week 2	Shakespeare <ul style="list-style-type: none"> ▪ Shakespeare magnetic poetry ▪ Sonnets ▪ Globe book activity 	Leonardo da Vinci <ul style="list-style-type: none"> ▪ Da Vinci Code 	Donatello Raphael <ul style="list-style-type: none"> ▪ Sculptures ▪ Art class – make sculpture 	Michelangelo <ul style="list-style-type: none"> ▪ Sistine Chapel – paint under desks 	Class Renaissance Fair or field trip
Week 3	Discuss Renaissance Fair	Maps and timelines – put it all in perspective			

The Renaissance Unit Summary

The Renaissance unit will begin with a general introduction and brainstorming discussion of the Renaissance and what students know about it prior to the unit. This unit will introduce students to the main characteristics of the Renaissance; students will be able to understand how the Renaissance was a rebirth of culture after a period of less than prosperous times. After studying the Middle Ages, students will learn how the Renaissance was a result of The Middle Ages.

During the first week, we will look back at the cultures of the Greeks and Romans and study how those cultures influenced the Renaissance. We will look at similarities and differences between the arts of all three. We will also read excerpts from Renaissance literature and listen to the music of the time.

During the second week, we will spend the first day studying Shakespeare, three days on "Ninja Turtles" themes, and will then either conduct our own Renaissance Fair or go on a field trip to a Renaissance Fair nearby. Since students will most likely have studied Shakespeare in other classes, we will focus on studying his life and one or two sonnets. During "Teenage Mutant Ninja Turtles Days," we will study the works of Leonardo Da Vinci, Donatello, Raphael, and Michelangelo, by reading excerpts from *The Da Vinci Code* and looking at art. We will spend a day in art class to learn about sculpture. To better understand Michelangelo's painting of the Sistine Chapel, students will lie under their desks and attempt to recreate a scene from the famous ceiling.

To end the Renaissance unit, we will discuss the Renaissance Fair (field trip or class fair) and use maps and timelines to put everything we have studied in perspective.



Baroque Arts and Literature of the 1600s

Unit 7

Focusing Questions

- What were some aspects of the Baroque style in art, architecture, and music?
- How did the Baroque style in the arts affect the literature of the time?
- What was happening in Europe that gave rise to such a movement in the arts?
- What did the politics of the time have to do with the Baroque style and/or the literature of the time?
- What did the Baroque style contribute to our culture?
- What did the literature of the 1600s contribute to our culture?

Baroque Arts and the Literature of the 1600s

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	TMWYK ws Intro lecture and discussion	Architecture station <ul style="list-style-type: none"> • Versailles • St. Peter's Basilica • Christopher Wren 	Art station <ul style="list-style-type: none"> • Caravaggio • Rembrandt • Velazquez <p style="text-align: center;">   </p> <p style="text-align: center;"><i>Students rotate between stations</i></p>	Music station <ul style="list-style-type: none"> • Bach • Handel • Vivaldi 	Class discussion of reactions and descriptions <ul style="list-style-type: none"> • Similarities and differences • What adjectives?
Week 2	Computer lab <ul style="list-style-type: none"> • Individual research • Pick one author and research 	Computer lab <ul style="list-style-type: none"> • Individual research 	History/maps <ul style="list-style-type: none"> • Where and when was everything happening? Visualize it on maps 	Concert field trip	Class discussion Quick write prompt: <ul style="list-style-type: none"> • How did the Baroque style in the arts affect the literature and why?

Baroque Arts and the Literature of the 1600s Unit Summary

This unit will focus on the Baroque style in the arts and the literature of the 1600s. After a day of introduction to the unit, students will work at stations, where they will see examples of Baroque art and architecture and hear Baroque music. Students will be divided into three groups and will complete one station a day. They will be asked to complete a study guide at each station, and keep a log of the adjectives they would use to describe each slide or piece of music. On the fifth day, we will discuss reactions to examples of the Baroque style. We will focus on the descriptions of each example and the similarities and differences in these descriptions.

During the second week, students will choose an author to research from a list online. Each student will research one author and read at least two of that author's works (one, if the works are long). These authors and the works to be studied must be approved by me on the first day of research. Students will write a 2-3 page report on the author and the author's works and will turn it in after the field trip. The students will be attending a symphony concert and hear the Baroque music they have studied.

After the in-class research, we will devote one day to discussing where and when these events were occurring in Europe. We will have a map of Europe on the board, with dates, events, people, and certain places they have studied (in stations and in their research) on magnets. Each student will have a chance to put a magnet on the map and explain his/her choice. This could also be a game for teams.

The day after the field trip, we will have a quick write and class discussion about the Baroque style in the arts and the literature of the time – how did they influence each other? How have they influenced our culture? This discussion will be the culminating activity for the unit.

Scientific Revolution Unit Summary

During this unit, students will learn about the advancements made during the Scientific Revolution and how those advancements affected life then and now. We will begin with a TMWYK worksheet and will listen to the song, "Galileo," by the Indigo Girls to lead into brainstorming what they already know about the Scientific Revolution. During the first week, we will read accounts by Galileo and Newton, and we will take a field trip to a planetarium to learn about astronomy. At the end of the week we will spend a day studying the art of the period.

During the second week, we will hear a guest speaker – a doctor – speak about the advancements made during the Scientific Revolution and how those advancements affect our medical practices today.

We will then read some of the political writings by Thomas Hobbes and John Locke. The class will divide into two groups and one group will study Hobbes while the other will study Locke. We will also spend two days reading first hand accounts of the exploration of the New World. We will spend a day reading accounts from Columbus and Cortez and the next day reading accounts from the Native population and Bartholome de Casas.

At the end of the unit, students will complete an in-class activity to wrap up everything they know about the Scientific Revolution. They will pretend they are living during the Scientific Revolution and will draw their place in the universe – they will illustrate how they believe they would see themselves in relation to the earth and the sun and anything else they think they should include.

The Enlightenment

Unit 9

Focusing Questions

- What was the Enlightenment and how did it change European thought?
- What aspects of the Enlightenment influenced the way we think today?
- In what ways does our society reflect the Enlightenment?
- Who were some of the major *philosophes* and what were their beliefs?
- What were the characteristics of the Rococo style?
- How did this style reflect and respond to the Enlightenment?
- What were the characteristics of the Neoclassical style?
- How did Neoclassical painting reflect and respond to the Enlightenment?

The Enlightenment

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	TMWYK ws	Philosophes <ul style="list-style-type: none"> • Read excerpts from Voltaire, Diderot, Rousseau, etc. 	Philosophes continued	Rococo Art Music	Neoclassical Art Music Journals: Reactions to Rococo and Neoclassical styles
Week 2	Video	Declaration of Rights of Man <ul style="list-style-type: none"> • Group Work 	A Vindication of the Rights of Women <ul style="list-style-type: none"> • Group Work 	Quick write/class discussion <ul style="list-style-type: none"> • How are the ideas presented in both "Rights" Enlightened? 	Wrap up <ul style="list-style-type: none"> • How were Enlightenment ideas spread? • How did they spread to our culture (through time)?

The Enlightenment Unit Summary

This unit will introduce students to The Enlightenment and help them understand how changes in thought led to revolutions in the later part of the 18th century. We will focus on the ideas and philosophies that became popular during the Enlightenment, and we will discuss how these came about after the Scientific Revolution and how they led to other revolutions in thought.

During the first week, we will read works by several of the philosophes, including Voltaire, Diderot, and Rousseau. We will also study the Rococo and Neoclassical styles in art and music through slides and music recordings.

During the second week, we will work with *The Declaration of the Rights of Man and Citizen* and *A Vindication of the Rights of Women*. Students will work in groups on different parts of each *Rights*. On the last day of the week we will discuss the similarities and differences between the texts and the Enlightenment ideas presented in each. We will end by discussing ways in which the Enlightenment ideas were spread and what effect this had on events that followed, both historical and in the arts.

This will be a short unit compared to some of the others, and will serve as a lead-in to the Revolutions unit. Ideas discussed while studying the Enlightenment will help students understand revolutions in thought and in politics.

Revolutions in the 18th Century Unit Summary

This unit will focus on the interconnections between the Industrial Revolution in England, the American Revolution, and the French Revolution. We will look at all revolutions through first-hand accounts, slides, and artwork of the time, as well as visual and literary accounts from later critics. We will read *A Tale of Two Cities* as our major work for this unit, and we will watch clips from *The Patriot*. Since most of the students' prior knowledge of these Revolutions will probably be about the Industrial Revolution and the American Revolution, *A Tale of Two Cities* will provide a more in-depth look at the French Revolution and will be a way to connect all three.

The unit will begin with brainstorming about what we know already about all three Revolutions. For the next few days, we will read first-hand accounts in class, look at slides that portray life during the Industrial Revolution, watch clips from *The Patriot*, and discuss the images we see. *A Tale of Two Cities* will be assigned to read outside of class, and we will hold class discussion of the book every other day. On days we do not discuss the book, we will discuss similarities and differences between the French and American Revolutions.

In the end, this unit will focus on the interconnections between the Industrial Revolution in England, the American Revolution, and the French Revolution. We will attempt to find similarities, differences, causes, and effects that tie all three together.

~Isms: 1800 - 1914

Unit 11

Focusing Questions

- What were the major ~isms and how did they influence the humanities?
- What characteristics separated (or united) the different ~isms?
- Did the ~isms arise from past cultural trends? If so, which ones, and how?
- How did the ~isms influence one another?
- How have the ~isms influenced our culture today?
- What ~ism are we in now? (Be creative) Why?
- What ~isms will come about in the future? (Be creative) Why?

~ISMS: 1800 - 1914

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	TMWYK ws <ul style="list-style-type: none"> • ~Isms overview and study guide 	Continue ~isms overview <ul style="list-style-type: none"> • Present project and assign groups 	History overview <ul style="list-style-type: none"> • Maps, timelines • Historical events 	Romanticism Slides, music, lit.	Start projects in class
Week 2	Realism <ul style="list-style-type: none"> • Slave narrative • <i>Oliver Twist</i> • Courbet 	Transcendentalism <ul style="list-style-type: none"> • Emerson • Thoreau 	Modernism <ul style="list-style-type: none"> • Art, literature 	Naturalism <ul style="list-style-type: none"> • <i>The Awakening</i> 	Expressionism <ul style="list-style-type: none"> • Kafka • Munch – <i>The Scream</i> • Atonality
Week 3	Impressionism <ul style="list-style-type: none"> • Debussy • Slides • Draw 	Post-Impressionism <ul style="list-style-type: none"> • Van Gogh • Listen to “Starry Night” 	Cubism <ul style="list-style-type: none"> • Picasso • Draw 	Pointillism <ul style="list-style-type: none"> • Seurat • Draw 	Work on projects in class
Week 4	Presentation and class discussion	Presentation and class discussion	Presentation and class discussion	Presentation and class discussion	Presentation and class discussion

~ISMS: 1800 – 1914

This unit will focus on the ~isms of the 19th century and first part of the 20th century. We will cover the major and significant ~isms through in-class activities and unit-long group projects. The first week, we will study the ~isms as a class, going through a study guide and talking about the different general characteristics of each. We will also spend a day looking at maps and timelines and discussing what was happening historically during that time period that may have prompted such artistic and literary movements.

Each day thereafter, we will study each ~ism individually through slides of the art and architecture of that particular ~ism, listening to music, and reading selections of the literature. Also, students will be working on group projects where they will be put in five groups of four students each and will be assigned one of the arts: art, architecture, sculpture, music, or literature. Realizing that not every ~ism will touch every aspect of the humanities (transcendentalism will not affect sculpture or architecture), students will research and find as many examples of their art in as many of the ~isms as they can find. For example, if a group is assigned to literature, they will research Romantic literature, Realist literature, Transcendental literature, etc. Each group will come up with a final project involving some kind of visual (poster, video, skit, etc.) and present it to the class during the last week.

Multiculturalism: The Harlem Renaissance and American Expatriates 1914 - 1945

Unit 12

Focusing Questions

- In what ways were African American writers searching for a sense of belonging in America at this time?
- In what ways were American Expatriate writers searching for a sense of belonging in Europe at this time?
- How were their searches similar and/or different?
- What did each group want to belong to?
- Why did both groups of writers need to search? What was missing that they needed?
- What was happening historically that moved these writers to go to such great lengths to search for their belonging?
- How did the area (Harlem, Paris, London) affect the literature?
- How did music and art of the time influence both groups of writers and their literature?

Multiculturalism: The Harlem Renaissance and American Expatriates 1914 – 1945

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Unit Intro. <ul style="list-style-type: none"> Tell Me What You Know worksheet Discussion Assign unit project 	Paris <ul style="list-style-type: none"> Study background link as a class 	Paris Continued <ul style="list-style-type: none"> Students study different links in groups Groups present info 	Expatriate Intro. <ul style="list-style-type: none"> Journal Expatriate writers list handout Hemingway background Assign <i>The Sun Also Rises</i> 	Expatriate Poetry <ul style="list-style-type: none"> TS Eliot's <i>The Wasteland</i> Deadline to choose authors for project
Week 2	Harlem Renaissance Intro. <ul style="list-style-type: none"> Recap European Renaissance Define Harlem Renaissance Overview handout 	Art Guest Speaker <ul style="list-style-type: none"> Art teacher or local artist presentation on HR art Slides 	Langston Hughes <ul style="list-style-type: none"> Selected poems in class, including "I, Too" 	Music <ul style="list-style-type: none"> Listen to jazz and blues selections while reading poetry Discuss reflections of music in poetry 	Baldwin and Hurston <ul style="list-style-type: none"> Class discussion of "Sonny's Blues" and <i>Their Eyes Were Watching God</i> excerpts
Week 3	Small Group Discussion <ul style="list-style-type: none"> <i>The Sun Also Rises</i> 	Work on Projects In Class	Class Discussion <ul style="list-style-type: none"> Journal Parallels between what we've read, seen, and heard 	Presentations and Papers Due <ul style="list-style-type: none"> 4-6 page paper 5 minute presentation on information covered in paper 	Presentations and Papers Due <ul style="list-style-type: none"> 4-6 page paper 5 minute presentation on information covered in paper

Multiculturalism: The Harlem Renaissance and American Expatriates 1914 - 1945

Unit Summary

This unit will be a three-week study for 12th grade that focuses on the struggle that both African American writers and American Expatriate writers went through to “belong” during the World War Era (1914-1945). Most prevalent during the 1920s, these groups experienced a great flourish in their respective cultures and literary styles.

The main Expatriate writer we will focus on will be Hemingway, and the students will read *The Sun Also Rises* outside of class while we study writers such as Langston Hughes, James Baldwin, and Zora Neale Hurston in class. As *The Sun Also Rises* can be considered a contemporary classic novel, reading it with African American literature poses many benefits for students. Kristina Chew explains:

Classical and multicultural literature must both be studied and must be studied together, not simply to illuminate echoes of classical texts and myths in contemporary literature, but to demonstrate the resiliency of the classical tradition....We must unapologetically teach classics and contemporary literature together to remind and instruct students that an author need not bear the precise look of themselves, nor have gone through the exact experiences and history as they have, in order to ‘speak to them. (61)

In teaching both groups of writers and their literature together I hope to help students see that both groups’ cultures flourished during the years between the World Wars. While both groups were different in their writing styles and purposes, they were both searching to “belong” to something, and that search for belonging is what I hope to help students understand.

We will begin the unit with a "Tell Me What You Know" worksheet, which will be designed to help me see what they know already about these groups and this time period, any misconceptions they might have, and what they would like to know. We will discuss their answers in class and they will turn them in to me so that I can refer to them and make adjustments to the plans if necessary. I will also give them the assignment sheet for the final project on the first day. Students will be asked to choose one Expatriate writer and one Harlem Renaissance writer and research their lives and their works. They should focus on finding connections between the two authors as well as evidence of their authors' searches for belonging.

The next two days will be spent learning about Parisian culture during the 1920s. We will study the background information together the first day and look at maps to get a feel for the locations we are looking at. Then, students will get in groups to study the different links provided on the website. By studying Parisian culture, students will get an idea of what drew American writers to Paris (and Europe in general), and how the regions in which they studied affected their literature.

On Thursday of week one, I will provide students a handout about Hemingway and *The Sun Also Rises*. I will give them a brief overview of his life and an introduction to the book. The book will be assigned to read outside of class. I will give them a suggested reading schedule if they need help keeping up. Students should be finished and ready to discuss the book on Monday of week three.

On Friday of week one, we will read and discuss T.S. Eliot's *The Wasteland* in order to get an idea of the mood of the post-war years for many Americans and help

students understand why many writers chose to move to a different location for inspiration.

On Monday of week two, I will introduce the Harlem Renaissance. We will begin by talking about the European Renaissance of the 1600's. This will give students something to relate the Harlem Renaissance to that they are already fairly familiar with. We will talk about the "rebirth" of European culture and how that played out in the different aspects of the humanities, art and music especially. Then we will talk about the implications that has for the Harlem Renaissance. Students will make predictions about the kinds of things we will study with the Harlem Renaissance based on their knowledge of the European Renaissance. We will discuss characteristics of Harlem Renaissance literature and the fact that it "eloquently expresses the feelings and desires of African Americans as they struggled to find a place in American society" (Willis 54). The search for belonging will be the focus of our study of Harlem Renaissance literature, art, and music.

The next day we will listen to a guest speaker – a local artist, museum curator, art teacher, or some other expert – discuss the art of the Harlem Renaissance. This will give students a chance to visualize the region, the writers, the styles, and the themes that were important to those involved. We will discuss how a search for belonging can be seen in the art of the period.

On Wednesday, we will read selected Langston Hughes poems in class, including "I, Too." Studying Langston Hughes and the musical nature of his poems will lead in to the next day's lesson on music of the Harlem Renaissance. We will continue reading Hughes and other poets while listening to selections of jazz and blues by Cole

Porter, Charlie Parker, Louis Armstrong, Bessie Smith, Billie Holiday, and others. We will discuss reflections of jazz and blues musical styles in the poetry.

On Friday, students will have read "Sonny's Blues," by James Baldwin, and an excerpt from *Their Eyes Were Watching God*, by Zora Neale Hurston. Reading these two together helped me, personally, understand both pieces and the Harlem Renaissance better, and I believe that both would interest high school students. "Sonny's Blues" would also be an extension of the lessons on music. We would discuss not only how music affected the style of writing but also the whole culture of the Harlem Renaissance. Discussing James Baldwin will be a helpful transition into next week's synthesis of information, because James Baldwin was both a Harlem Renaissance writer as well as an Expatriate.

On Monday of week three, students will get in small groups to discuss reactions to *The Sun Also Rises*. They will be asked to remember to focus on the characters' searches for belonging.

On Tuesday I will give students time to work on their projects in class. This will give them a chance to conference with me or trade information with other students before we wrap up the unit. The next day we will come together as a class and discuss parallels between the search for belonging among the Harlem Renaissance writers and the search for belonging among the American Expatriate writers. This will be a time to tie in everything we have looked at. On Thursday and Friday we will listen to student presentations and the accompanying papers will be due when they present.

While discussing the teaching of diverse literature in order to find similarities, Eileen Oliver notes:

Much of the literature of diverse writers contains the issues everyone goes through. A young adult who reads Alice Childress's *Rainbow Jordan*, for example, does not have to be African American to relate to its exploration of a fourteen-year-old girl's feeling of alienation. There is no "mainstream," if you really think about it. (21)

Along the same lines, Sarah Jordan notes, "We can get students to explore their own culture by exploring others. We can do this by teaching two books at once, and teaching students to read for differences, for possible misunderstandings" (34).

Hopefully, this unit would do just that. It would be successful in helping students see beyond their idea of what literature is and who authors are and be able to see that their own search for belonging in their own lives has been echoed by others in different places and in different times.

American Expatriate Writers

Students can choose from these for their projects or clear another with me.

Gertrude Stein
Ezra Pound
T.S. Eliot
F Scott Fitzgerald
Ernest Hemingway
James Baldwin
Richard Wright

Harlem Renaissance Writers

Students can choose from these for their projects or clear another with me.

Langston Hughes
Jean Toomer
Zora Neale Hurston
James Baldwin
Richard Wright
James Weldon Johnson
Claude McKay
Countee Cullen
Arna Bontemps

Our Era: 1945 – Present

Unit 13

Focusing Questions

- What were some of the major historical events and political movements of the last 50 years?
- How did these events help shape our culture and the different cultures around the world?
- How did these events make people feel in their everyday lives?
- How were these feelings reflected in the music, art, literature, and philosophy of the times?
- What events or cultural trends in the past contributed to the events of the last 50 years?
- How are the humanities of our time similar to the humanities of past ages?

Our Era: 1945 - Present

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<ul style="list-style-type: none"> Individual brainstorming: every major event, movement, person, etc. Share and discuss lists Organize into decades 	"We Didn't Start the Fire" Intro <ul style="list-style-type: none"> Play song and pass out lyrics Students draw for part to research 	Library and computer lab research	Library and computer lab research	Whole class timeline <ul style="list-style-type: none"> Butcher block paper Put info on timeline
Week 2	Whole class timeline <ul style="list-style-type: none"> Each student presents their part 	Music <ul style="list-style-type: none"> 50s, 60s, 70s How does music reflect history and culture? 	Music <ul style="list-style-type: none"> 70s, 80s How does music reflect history and culture? 	Art <ul style="list-style-type: none"> Slides How does art reflect history and culture? 	Modern art day <ul style="list-style-type: none"> Students draw/paint images in the styles studied yesterday
Week 3	Literature Possible options: Orwell Salinger Vonnegut Bradbury Miller	Literature	Course wrap-up <ul style="list-style-type: none"> Small groups discuss connections 	Course wrap-up <ul style="list-style-type: none"> Whole class discussion 	Course wrap-up <ul style="list-style-type: none"> Class party Bring food, decoration, game, etc. from favorite culture studied

Our Era: 1945 - Present Unit Summary

This unit will be the last unit of the course. It will help wrap up the humanities in the twentieth century and help students draw connections between the humanities of all other cultures and eras studied and their own. Since students will be more familiar with this time period from other classes and from personal familiarity, this unit should be particularly exciting.

We will begin by brainstorming all the major events, movements, people, cultural trends, etc. of the last 50 years. We will then share individual brainstorming and get in groups to put brainstorming ideas into decades. Each group will be in charge of one decade, and the first group will cover the late 1940s (groups: 1945-1959, 1960-1969, 1970-1979, 1980-1989, 1990-present). Students will use the class brainstorming list to take ideas and put them into their assigned decade. These will be put up on poster board or butcher-block paper around the room.

The next day, I will introduce the "We Didn't Start the Fire" project. We will listen to the song and study the lyrics. Then students will draw a part of the lyrics from a hat. They will be in charge of researching these lyrics for the next few days. I will put a large timeline on butcher-block paper and let students draw or write something representing their lyrics where appropriate. They will present the information and their part of the timeline the next day.

We will spend two days studying music of the last 50 years. We will listen to songs and discuss different artists and trends in the music. We will talk in particular about how the music reflects the history and culture of the time. We will study the art of the last 50 years in the same way. After looking at slides and discussing different

movements, we will spend a day creating modern art in the style of some of the artists we studied.

During the third week, we will study contemporary literature and wrap up the course. We will look at, in small groups and whole class discussion, the connections between everything we have studied. Semester research papers will be due the second to last day of class. The last day of class will be a celebration of the work we have done. Each person will bring food, decorations, a game, or some other artifact from their favorite culture we studied.

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